



Efektifitas Permainan Bahasa Dalam Penguasaan Kosakata Bahasa Inggris Pada Siswa Kelas Satu di Sekolah Dasar

Effectiveness Of Language Games for EFL Vocabulary Mastery of The First Grade Students at Elementary School

Sopiana*, Kisman Salija, Syarifuddin Dollah

Jurusan Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Negeri Makassar, Makassar, Indonesia

*Penulis Koresponden: sophiana.delopez@bci.sch.id

ABSTRAK

Penelitian bertujuan untuk menemukan keefektifan penggunaan game dalam pembelajaran kosakata bahasa Inggris dan untuk melihat bagaimana pendapat siswa terhadap penggunaan game tersebut dalam pembelajaran kosakata bahasa Inggris. Penelitian ini dilaksanakan di sekolah Bina Citra Indonesia. Penelitian ini menggunakan metode eksperimen. Peneliti menggunakan teknik pengambilan data secara purposive. Peneliti menggunakan tes dan kuesioner untuk mengumpulkan data. Peneliti juga menggunakan SPSS untuk mengolah data. Hasil dari penelitian ini menunjukkan bahwa terdapat perbedaan yang signifikan antara pre-test dan post-test. Hasil penelitian menunjukkan adanya peningkatan nilai siswa setelah diberikan perlakuan, selain itu, hampir semua siswa memberikan persepsi yang baik terhadap penggunaan game tersebut didalam belajar kosakata. Hal ini dibuktikan dengan jawaban siswa dari pertanyaan-pertanyaan yang diberikan, hampir semua siswa sangat menyukai game dalam belajar kosakata. Hasil penelitian ini menunjukkan bahwa menggunakan language games efektif untuk meningkatkan kemampuan kosakata siswa.

Kata Kunci: Penguasaan kosakata, permainan bahasa, keefektifitasan.

ABSTRACT

This research aimed to find out the effectiveness of using language games in learning vocabulary mastery and to examine the students' perception on using language games in learning vocabulary. This research was conducted at Bina Citra Indonesia Elementary School. The researcher applied experimental method to gain the data in this research. The researcher used purposive sampling. The researcher used tests and questionnaire to gain the data. The gathered data were statistically analyzed by utilizing SPSS. The result of this research showed that there were statistically significant differences in the mean scores of pre-test and post-test. The findings indicated that the result of the students' score is improved after giving the treatment and almost all of the students gave a positive perception on using language games in learning vocabulary, where the result of students' perception showed that most of them choose extremely likely categorize. The findings also revealed that the utilizing of language games is effective to improve students' vocabulary mastery.

Keywords: Vocabulary Mastery, Language games, Effectiveness.

1. BACKGROUND

Vocabulary is well-known as having a crucial role in academic communication. It is significantly obvious even in the initial stages of the second language learning process. The basic components that students must recognize and acquire in order to improve their capacity to create the language are referred to as vocabulary. Nation (2011) stated that language usage and vocabulary knowledge have a mutually beneficial relationship: language use improves vocabulary knowledge, while vocabulary knowledge facilitates language use. Furthermore, learning vocabulary is not a simple process; it necessitates a significant amount of work in the teaching-learning process. Vocabulary is also one of the important elements of language aptitude and reflects how well learners listen, speak, read, and write. Lewis (2006) argued that the students' language ability can be increased by vocabulary improvement. The importance of vocabulary acquisition methods is growing by the day, as vocabulary learning is often thought to be a tedious and monotonous process.

Nowadays, in early years vocabulary teaching is very important especially in a process of English as a foreign language. Vocabulary itself can improve all areas of communication such as listening, speaking, reading and writing. The problem is teacher mostly use traditional method to teach English without using even a single activity. As the result, the students get bored and lose interest in the learning process. Another problem is many teachers unaware of the best or suitable technique for meeting their students' requirements which makes teaching vocabulary challenges. Hence, students still lack of capability to communicate in English. the students are hesitating were trying to say things in English in the classroom. They are worried about making mistake, feel shy and lazy to speak English and most of them tended to keep silent in the teaching and learning process.

Games are the most important ways to develop the vocabulary of the learners. There are many games like matching definition, connection, what's the place, things in common, letter games which are appropriate for use in the classroom. Learners have to play, and they participate in a game with more enthusiasm and willingness than in any other classroom task. Language games help the learners to learn easily and interestingly. Language games always create fun and motivation for the students. Moreover, language

games are interesting and beneficial to develop the vocabulary of the learners. Games are flexible. Learners can learn individually and in pairs too. Similar to this research, Ameer Bakhsh (2016) denoted that any game can be effective when it is used suitably to the topic and is controlled by a wise and skilled teacher. When teaching young learners vocabulary using games, teachers must be patient in finding new and interesting ways so that students enjoy learning. The teacher should be choosing the material appropriately to students' level, interest, and context. Furthermore, it must be concerned with the presented topic and vocabulary.

2. LITERATURE REVIEW

2.1. Definition of vocabulary

Basically, vocabulary can be described as a language's words, including single items, phrases, or pieces of multiple words that represent a certain meaning in the same manner as individual words do. Vocabulary contains lexical phrases or pieces as well as single lexical elements with particular meanings. Kaur (2019) argued vocabulary is all about words and stands for, the words in a language or a special set of words that the students are trying to learn. Likewise, Surmanov & Azimova (2020) declared that knowledge of the vocabulary is frequently seen as a crucial skill for second language students, because limited vocabulary in a second language impedes successful communication.

To conclude, vocabulary plays an important role in developing good fluency. That's why lexical competence is considered as the central part of language learning. It is a continuous process, where learners meet the words many times in their learning to increase and deepen their knowledge and their use of words in the foreign language. Furthermore, vocabulary is the crucial factor for language learning because inadequate vocabulary knowledge leads the learners to encounter difficulties in language learning.

2.2. Types of vocabulary

Jo Ann Aebersold and Mary lee (1977) classifies vocabulary in two categories, they are:

- 1) Receptive Vocabulary: Knowing a word involves being able to recognize it when it is heard (what is the sound like?) or when it seen (what does it looks like?) a having an expectation of what

grammatical pattern the word will occurrence. This include being able to distinguish it from word with similar form and being able to judge if the word form sound right or look right.

- 2) Productive Vocabulary : Knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word usually collocates with, it also involves not using the word, and using it in a suitable for the word if there any.

Jo Ann Aeborsold and Mary Lee Field give another term for types of vocabulary:

- 1) Active Vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill. Able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.
- 2) Passive Vocabulary refers to a language items that can be recognized and understood in the context of reading or listening and also called as receptive.

2.3. Vocabulary mastery

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word „master“, which means to become skilled or proficient in the use of, to gain complete knowledge through understanding. Vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word are:

- 1) The meaning of the word
- 2) The written form of the word
- 3) The spoken form of the word
- 4) The grammatical behaviour of the word
- 5) The collocations of the word
- 6) The register of the word
- 7) The associations of the word

2.4. The concept of language games

Language games are language learning through gameplay (Godwin- Jones, 2014) which involves the communicative aspects of learning (Willis & Willis, 2013). Adeng & Shah (2012) stated that using games in the process of language teaching-learning is not restricted to any language level; it helps all students to feel comfortable and more confident in acquiring a new language. This technique is much more applicable and beneficial for beginners. Moreover, language games have activities to suit ESL learners' language needs and for them to learn in an effective and encouraging environment. Godwin Jones (2014) claimed that “games can offer an immersive environment in which extensive use is made of the target language.

2.5. Teaching vocabulary to young learners

Teaching vocabulary for the young learners play an important role in language acquisition because the mastery of vocabulary will help students master all the language skill. If the student's mastery vocabulary well, it helps them in speaking fluently. Wulanjani (2016) stated that it is useful for students in order to communicate in daily life and will strengthen belief that English can be used to express the same idea or feelings they express in their native language. Besides, by mastery in vocabulary, the students will be easy in writing, etc. Vocabulary will make students practice the structure more easily.

Vocabulary must teach to young learners to make them more express their idea easily. According to Nation in Wulanjani (2016) a good vocabulary teaching technique has the following things they are:

- 1) Interests the learners
- 2) It makes the learners give attention to the form meaning or use of the word
- 3) It gives a chance for repetition

2.6. The concept of effectiveness

The effectiveness is one of the important aspects that should be exist in teaching process. Teaching and learning process can be called effective if the learning objectives are achieved and to be an effective teacher, she/he should be able to create effective teaching. Like Ko et al. (2016) mentioned that effective teaching requires for effectiveness. These criteria refer to the objectives of education in general and teaching in particular and a teacher is effective if she/he can

accomplish the planned goals and assigned task in accordance with learning goals. Therefore, in effective teaching, the teacher uses certain approaches, strategies, method, and tools to help the student learn and flourish related with James and Xianxuan (2015) stated that generally, effective teacher plan carefully, use appropriate materials, communicative goals to students, maintain a brisk pace, assess student work regularly, and use variate of teaching strategies.

3. RESEARCH METHODOLOGY

3.1. Research Design

In this research, the researcher used an experimental design to investigate whether or not Language Games have a significant effect on students' vocabulary mastery at Bina Citra Indonesia elementary school. According to Creswell (2012) an experimental design is the traditional approach to conduct quantitative research. In other words, to accomplish quantitative research, it is needed to use an experimental design.

3.2. Research Instrument

According to Arikunto (2002), an instrument is a tool that the researcher can utilize to make it easier to put up the data. The researcher used two instruments such as tests to collect the data and questionnaire to collect students' perception about the games.

3.3. Data Analysis

1) Classifying the score of the students answer.

Table 1. Classifying Score

No	Score	Criteria
1.	90 – 100	Excellent
2.	80 – 89	Very good
3.	70 – 79	Good
4.	60 – 69	Fairly good
5.	50 – 59	Fair

2) SPSS

To analyze the data of effectiveness and the students' perception about language games, the researcher used SPSS application to make the data is easy to analysis. According to Frey as cited by Sari (2020) stated that SPSS standing for statistical package for the social science where, statistical package for the social science is commercially distributed software suite for data management and statistical analysis.

4. FINDINGS AND DISCUSSION

4.1. Findings

The first objective in this research is to understand whether using language games is effective in developing students' vocabulary mastery. As the way to answer and to find out this objective, the researcher had done the experimental research and used vocabulary test as the instrument. Those, to know is the use of English language can improve the students' vocabulary mastery or not, the researcher analyzed the comparison of the data between experimental class and control class group students' score in pre-test and post-test. After analyzing the data from pre-test and post-test, the data were served some tables and diagrams which consists of form of analysis include classification, score, frequency and percentage. It can be seen as follow:

1) Table 1. Result of pre-test

		Statistics	
		Exp_Pretest	Con_Pretest
N	Valid	15	15
	Missing	0	0
Mean		69.3333	68.6667
Median		70.0000	70.0000
Mode		70.00	60.00 ^a
Std. Deviation		11.62919	11.87234
Variance		135.238	140.952
Minimum		50.00	50.00
Maximum		90.00	90.00

2) Table 2. Result of post-test

		Statistics	
		Exp_Posttest	Con_Posttest
	Valid	15	15
	Missing	0	0
Mean		80.6667	69.3333
Median		80.0000	70.0000
Mode		80.00	70.00
Std. Deviation		8.83715	9.61150
Variance		78.095	92.381
Minimum		70.00	50.00
Maximum		100.00	90.00

3) Table 3. T-test

		Paired Differences					t	df	Sig. (2-tailed)
Mean		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	Exp_Posttest - Exp_Pretest	11.33333	9.90430	2.55728	5.84851	5.81815	4.432	14	.001

With regard to the table above, it is found out that SPSS output for paired sample t-test, Sig. (2-tailed) = 0,001 < 0,05. This implies that the treatment has significant main effect on the students' vocabulary mastery achievement. The null (Ho) is therefore rejected and the alternative hypothesis (H1) is accepted. Therefore it can be concluded that there is an average difference between Pre-Test and Post-Test learning outcomes, which means that there is an influence on the use of language games in vocabulary mastery.

4) Students' perception

Do you like playing language games?

15 responses

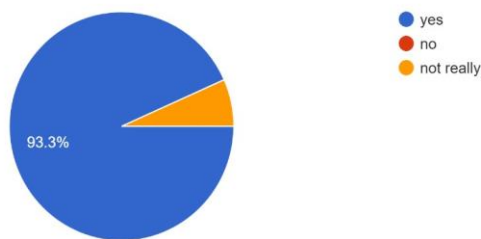


Diagram 1. Rates of Research Question

Diagram 2. Rates of Nearpod language games

Diagram 3. Rates of word wall language games

Rate Wordwall language games below.

15 responses

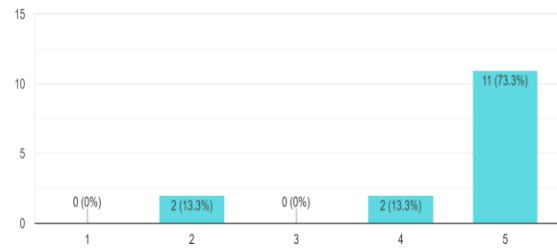


Diagram 4. Rates of word wall language games

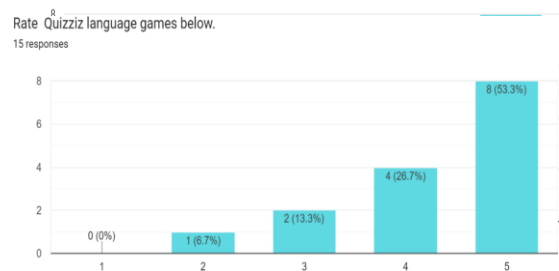
4.2. Discussion

1) The effectiveness of language games to improve students' vocabulary mastery

The result data in findings shows that all the participants have significant improvement in the students' gained score before and after treatment, the average total score shows that there is an improvement of the student's vocabulary mastery. The result data in findings shows that all the participants have significant improvement in the students' gained score before and after treatment, the average total score shows that there is an improvement of the student's vocabulary mastery after learning with using language games. The improvement can be measured by looking at the minimum and maximum scores in the pre-test and pos-test in which 50 is the minimum score in the pre-test while 70 is the minimum score in the post-test. Besides, 90 is the maximum score in the pre-test, while 100 is the maximum score in the post-test. In addition, the students' progress in learning can also be measured by comparing the students' gain score in pre-test 69.33 and the students' gain score in post-test 80.66. If the two gain scores are considered the students' vocabulary mastery before and after treatment, we may then state that the quality of the students' vocabulary mastery increases from good to very good qualifications. It can be concluded that using language games to improve students' vocabulary mastery is

Rate Nearpod language games below.

15 responses



effective.

The statement above related with Bakhsh (2016) who stated that games is a tool which effective to use in teaching vocabulary for young learners, because the students participate and pay more attention when enjoy the games. Besides, games can create a fun and relaxed atmosphere where young learners could learn fast and retain words better. In another hand, Hashemi (2021) argued that learning vocabulary through games has been considered more effective and will be more energetic for students who are willing to enhance their vocabulary knowledge in a strategic and fun way.

Using games in teaching vocabulary is a popular learning tool. As a teacher, they must have a good way in teaching therefore the students will be interesting in learning process. Like Permana (2020) stated that teacher is required to use effective strategies in order to help students enrich their vocabulary. Strategies used by the teachers should be fun and motivating students. Hence, using interactive media such as picture, games and songs had been studied to be beneficial in creating positive learning environment and fun ways of learning process.

2) Students' perception on using language games

Commonly, the students' perception on using language games in learning vocabulary divided into two categories namely positive perception and negative perception. As collaborated in data analysis, it described that most of the students had positive perception. Based on the percentage result, the data showed that almost students like using language games in learning vocabulary.

For the first research question, there is no student that does not like using language games in learning vocabulary. The second research question is about Quizziz games, the result data showed that almost students extremely like used this game. Like Huei, et all (2021) stated that vocabulary learning is essential as it is an essential foundation of developing skills. Therefore, the educators might need to draw their attention to a strategy for teaching English vocabulary. The result of their research explained that Quizziz is equipped with the vocabulary theory of marginal effect, and it is multimodal and their found that using Quizziz games can improve the students' vocabulary achievement.

Hence, in the third research question is about

Nearpod games, the result also showed that almost students extremely likely used this game. Based on the Delacruz (2014) stated that Nearpod is an app that allows teachers to create interactive presentation that can embed poll questions, videos and slides to make the learning process more active. Like Srisakonwat (2022) explained that the students' satisfaction with the vocabulary lessons via the Nearpod application because it was interesting and attractive tool. Therefore, developed vocabulary lesson by the Nearpod application were appropriated to use as an assisted tool to learn English vocabulary because it could be positively involving the improvement of the students' vocabulary knowledge.

The last research question is about word wall games, the result showed that almost students extremely likely used this game. According to Hasram, et all (2021) word wall games is the most suitable game platform for vocabulary practice. It provides a wide selection of game formats that are beneficial and appealing to the target audiences. On the other hand, Fakhruddin, et all (2021) explained that the uniqueness of the word wall can increase the creativity of the teacher in making learning models and increase the fun in the teaching and learning process and the result of their research found that using word wall is effective in improving students' Arabic vocabulary mastery.

It can be concluded that Quizziz, Nearpod, and word wall games are effective tool in learning vocabulary. The success of teaching vocabulary is determined by some factors, one of them is which the types of tools used by the teacher in the classroom. The used of games could be an effective tool in teaching vocabulary for the young learners.

5. CONCLUSION

The use of language games can improve the students' vocabulary mastery. After giving a treatment, the students' vocabulary mastery is improved. It can be seen from the students' scores in the post-test higher than the students' score in the pre-test. This research indicated that the use of language games is effective because it can help the students to improve their vocabulary mastery.

Dealing with the students' perceptions on using language games in learning vocabulary, most of them have a positive perception of the using language

games in learning vocabulary. It can be seen from the result of questionnaire 1 until 4, almost students choose extremely likely of using language games in learning vocabulary. Thus, the researcher concluded that Quizziz, Nearpod, and word wall games are effective tool in learning vocabulary.

REFERENCES

- Adeng, L. A. & Shah, P. M. (2012). *Teachers' Beliefs and Attitudes toward the Use of Language Games in Teaching Grammar to Young Learners*. Proceedings: International Seminar on Educational Comparative in Competency-Based Curriculum between Indonesia and Malaysia
- Ameer Bakhsh, Sahar. (2016). *Using Games as a Tool in Teaching Vocabulary to Young Learners*. English Language Institute, King Abdul Aziz University, Jeddah, P.O. Box 42890, Saudi Arabia.
- Arikunto, Suharsimi. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka cipta
- Bakhsk, Sahar Ameer. (2016). *Using Games as a Tool in Teaching Vocabulary to Young Learners*. English Language Institute. Canadian Center of Science and Education
- Creswell, John W. (2012). *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar
- Delacruz, S. (2014). *Using Nearpod in Elementary Guided Reading Groups*. Teach trends
- Fakhrudin, et all. (2021). *Wordwall Application as a Media to Improve Arabic Vocabulary Mastery of Junior High School Students*. Arabiyatuna jurnal bahasa arab
- Godwin-Jones, R. (2014). *Games in Language Learning: Opportunities an Challenges*. *Language Learning & Technology* 18(2), 9-19. Retrieved from <http://llt.msu.edu/issues/june2014/emerging.pdf>
- Hashemi, Aminuddin. (2021). *The Effect of Using Games on Teaching Vocabulary in Reading Comprehension: a Case of Gifted Students*. Journal for the Education of Gifted Young Scientists
- Bakhsk, Sahar Ameer. (2016). *Using Games as a Tool in Teaching Vocabulary to Young Learners*. English Language Institute. Canadian Center of Science and Education
- Creswell, John W. (2012). *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar
- Delacruz, S. (2014). *Using Nearpod in Elementary Guided Reading Groups*. Teach trends
- Fakhrudin, et all. (2021). *Wordwall Application as a Media to Improve Arabic Vocabulary Mastery of Junior High School Students*. Arabiyatuna jurnal bahasa arab
- Godwin-Jones, R. (2014). *Games in Language Learning: Opportunities an Challenges*. *Language Learning & Technology* 18(2), 9-19. Retrieved from <http://llt.msu.edu/issues/june2014/emerging.pdf>
- Hashemi, Aminuddin. (2021). *The Effect of Using Games on Teaching Vocabulary in Reading Comprehension: a Case of Gifted Students*. Journal for the Education of Gifted Young Scientists
- Hasram, Syafiqah, et all. (2021). *The Effect of Wordwall Online Games (WOW) on English Language Vocabulary Learning Among Year 5 Pupils*. Theory and practice in language studies.
- Huei, Law Szee, et all. (2021). *Strategy to Improve Vocabulary Achievement During covid-19 Epidemic, Does Quizizz Help?*. Journal of education and e- learning research
- James, stronge & Xianxuan. (2015). *Teacher Behaviours and Student Outcomes*. International Encyclopedia of the Social & Behavioral Sciences
- Kaur, Ranmeet. (2019). *A Study of The Effectiveness of Using Language Games in Teaching Vocabulary in Secondary School*. International Journal of Scientific & Technology Research Volume 8, Issue 11, ISSN 2277-8616.
- Ko et al.(2016). *Effective Teaching*. Educational development Trust. The Hong Kong Institute of Education
- Lee,M. (1991). *Languange teaching; games and contest*. Oxford university Press.
- Lewis, M. (2006). *L2 Vocabulary Acquisition through Extensive Reading*. Cambridge: Cambridge University Press.
- Nation, I. S. P. (2011). *Research into practice: Vocabulary*. Language Teaching
- Parmana, Igede Y. (2020). *Teaching Vocabulary for Elementary School Students*. The Art of Teaching English as a Foreign Language
- Sari, Al-amini I. (2020). *Task-Based Langue Teaching (TBLT) in the Classroom: An Effort to Develop*

Students' Writing Skills in Writing Descriptive Text.

Surmanov, Sardor & Azimova, Maftuna. (2020). *Analysis of Difficulties in Vocabulary Acquisition*. The Journal of Legal Studies

Wulanjani, Arum Nisma. (2016) *The Use of Vocabulary Games in Improving Children's Vocabulary in English Language Learning*. Department of Indonesian Language and Literature Education, Universitas Tidar.